

### Connecting the Dots

The connections between Novice Reduction, the Ky FFT, and CHETL are important to note; novice reduction work is not additional work, but a seamless part of highly effective teaching and learning. Best practices have a direct impact on reducing novice while the resulting delivery of instruction may provide quality evidences. Hence, the Professional Growth and Effectiveness System (PGES) fosters the refinement of teacher practices that positively impact Novice Reduction.

The table below illustrates some of the connections between KyFFT, CHETL (Section II) and reducing Novice. Please note that these are only a sample of the many practices that connect through daily work.

	Strategies for reducing novice students in the classroom	Connections to KY FFT	Connections to CHETL: Section II	NOVICE REDUCTION
Reflection	Teacher reflects on current practices and student data to determine areas for growth (i.e., pedagogy, growth mindset, assessment practices).	<b>Domain 1:</b> <b>B. Demonstrating Knowledge of Students</b>	<b>Section II:</b> Classroom Assessment and Reflection Teacher Characteristics: <b>A.</b> Teacher uses multiple methods to systematically gather data about student understanding and ability. <b>B.</b> Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. <b>C.</b> Teacher revises instructional strategies based upon student achievement data.	
Professional Learning	Teacher engages in high quality professional learning on reducing novice in the classroom using assessment literacy practices and instructional strategies.	<b>Domain 4:</b> <b>A.</b> Reflecting on Teaching <b>E.</b> Growing and Developing Professionally <b>F.</b> Demonstrating Professionalism		
	Teacher discusses highly effective strategies and assessment literacy practices in PLC.	<b>Domain 1:</b> <b>C.</b> Selecting Instructional Outcomes <b>E.</b> Designing Coherent Instruction <b>F.</b> Designing Student Assessment	<b>Section II:</b> <b>E.</b> Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance.	
Implementation	Teacher implements learned highly effective instructional strategies and assessment literacy practices in the classroom.	<b>Domain 4:</b> <b>D.</b> Participating in a Professional Community <b>E.</b> Growing and Developing Professionally  <b>Domain 2:</b> <b>A.</b> Creating an Environment of Respect and Rapport <b>B.</b> Establishing a Culture for Learning <b>C.</b> Managing Classroom Procedures  <b>Domain 3:</b> <b>A.</b> Communicating with Students <b>C.</b> Engaging Students in Learning <b>D.</b> Using Assessment in Instruction <b>E.</b> Demonstrating Flexibility and Responsiveness	<b>Section II:</b> Classroom Assessment and Reflection Teacher Characteristics: <b>E.</b> Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance. <b>J.</b> Teacher reflects on instruction and makes adjustments as student learning occurs.	

### NGP Hot Topic

#### Certified Evaluation Plans

The passing of the Every Student Succeeds Act (ESSA) in December 2015 will bring changes to components of the nation's educational system. The Kentucky Department of Education (KDE), along with individual districts and schools, will continue to work and adapt to these changes as new regulations are passed in regard to ESSA. In the interim, Kentucky must continue to implement the Elementary and Secondary Education Act (ESEA) Waiver through August 2016. As we await guidance from the U.S. Department of Education (USED), KDE has decided upon the following changes to Certified Evaluation Plan (CEP) requirements during this transition period.

By May 15, any district that has not already done so, should submit a CEP using Other Professionals Growth and Effectiveness System (OPGES) for personnel decisions to: [kdecep@education.ky.gov](mailto:kdecep@education.ky.gov). However, for the 2016-17 school year, it is a *district* decision whether to include District Certified Personnel (DC PGES) for personnel decisions. Additional guidance will be forthcoming as KDE receives information from USED.

If you have questions, please contact Todd Davis at: [todd.davis@education.ky.gov](mailto:todd.davis@education.ky.gov) or 502-564-1479, ext. 4537.

**KDE Quick Links:**

- [Equity webpage](#)
- [Title II webpage](#)
- [Professional Learning webpage](#)
- [Teacher Leadership webpage](#)
- [PGES webpages](#)
- [EDS webpage](#)
- [@KyPGES](#)
- [@KyTeacherLeader](#)
- [@KyDeptofEd](#)
- [KDE Facebook page](#)

### Coach's Corner

#### Supporting Teachers During Student Voice

by Jenny Ray

For most of us, it is difficult to be objective when reflecting on our practice. We rely on multiple forms of feedback received from others in order to know if their perceptions align with our own. Sometimes they do not align as we expect, and this disjunction can determine areas for focused reflection.

Student perception data (Student Voice Survey) is one source of information for teacher reflection. For principals, reviewing this data with teachers offers opportunities to ask questions that promote reflection. One principal stated, "To me, the individual teacher SV data, without context, is not all that important. I'm interested more in listening to the teacher describe results that were unexpected, as well as those that were in line with how the teacher thought students would respond. That is the conversation starter."

Another administrator responded, "I totally agree. Furthermore, I like to look at the data holistically (for the school) to see if there are commonalities in student responses that might inform school climate and culture."

In conferencing situations, principals have noted that teachers are very uncomfortable about looking at their own SV data. Research from the Measures of Effective Teaching (MET) Project validates the notion that student perception data is a useful reflection tool for teachers to identify practices that may be contributing to student learning. The SV data may be most impactful when combined with other forms of daily student feedback. Through this process, which includes the SV survey, students are given a voice to provide teachers information to consider for reflection and analysis in order to increase their effectiveness for students.

### Teacher's Corner

#### Making the Most of the Student Voice Survey

by Joseph Harris and Carly Baldwin

For many teachers, the official Student Voice (SV) Survey can prompt anxiety. Here are a few facts about the Professional Growth and Effectiveness System (PGES) SV Survey teachers should keep in mind:

- Your "score" on the Student Voice Survey is not weighted in your evaluation. It is one of many formative sources of evidence a teacher and principal use to reflect on Domain 2: Classroom Environment and Domain 3: Instruction.
- Only a teacher and evaluator view results in EDS.
- There are ways to integrate student voice into the classroom throughout the year that will better prepare students for the official survey and will help teachers create a stronger and more inviting classroom environment. This will make the official survey less threatening and should encourage stronger results from students.

Consider administering the PGES Student Voice Survey several times per year to help you and your students think more purposefully about improving classroom climate and making the format more familiar and less confusing. Here are some ideas.

- Once per grading term, administer the survey on paper or through an online form.
- Bring the results back to the students and ask for honest feedback on how to improve the learning environment.
- Generate norms or an action plan based on the student feedback and implement the plan.

#### A working conversation about student voice with Joseph Harris and Carly Baldwin:

This year, I am collaborating with Carly Baldwin, a teacher at Boyd County High School, on projects that integrate student voice into the classroom. Using student voice tools means we no longer guess or wonder what our students think of a lesson, unit or our classroom climate. Instead, we use data from the paper/pencil versions of the Professional Growth and Effectiveness System (PGES) Student Voice Survey and other tools such as a [post assessment survey](#) to enter into complex conversations with students about how we can work together to create a better learning experience for all who walk through our doors.

In a recent working conversation, I asked Carly a few questions about student voice:

**Q:** How might teachers use the data from the PGES Student Voice Survey to improve classroom climate?

**A:** I want to know if students feel safe in my classroom, if they are supported and if they feel like they can trust me. I don't have to wait for the official KDE Student Voice Survey window to open to find out the answers to those questions. I can use the official questions and do a student voice survey at any time! Then, I can reflect and modify our classroom climate based on their results.

Follow this [link](#) to view the extended article.

**Student Voice Update –** (Repeated announcement made to district Student Voice point of contacts)

Student Voice Survey implementation within Infinite Campus (IC) continues through March 4. Districts using paper/pencil or other modes are to follow the Certified Evaluation Plan's (CEP's) timeline for scheduling guidelines.

Districts using IC need to run Automatic Educator Assignment at least two days prior to survey generation to properly establish windows and to verify teacher assignment/survey types.

To confirm that teachers have been assigned accurately and to monitor survey progress, districts may access the following reports via the following IC path:

KY State Reporting > KDE Reports > Student Voice – (report name)

**SV Projected Counts.** This report will show results **before** the surveys are generated. Use this report to view a list of all educator assignments and survey types and perform manual overrides.

**Ad Hoc Filter "Curriculum Student Voice School Parameters."** Use this report to verify the Automatic Educator Assignment settings as well as the SV window start and end dates and times. PATH: Ad Hoc Reporting > Data Export > curriculum Student Voice School Parameters

**SV Progress Monitoring.** This report provides information **during** an active window. Use this report for a summary detail listing assigned teachers and their appointed students. The report will indicate the number of students who were sent a survey and the number of valid responses received.

**SV Educator with List of Students.** This report provides information **during** an active window. Use this report to verify teacher and student progress. The report will list each teacher and appointed students who received a survey and convey if the surveys were completed (submitted).

#### New! Student Voice (SV) Question-Level Report now available

For the first time, SV results have been tabulated by question for each participating teacher and can be viewed in the Infinite Campus (IC) Student Voice Survey (SVS) –Teacher Results report.

The **Student Voice Survey –Teacher Results report** is only accessible within IC and is *not* available in the Educator Development Suite (EDS). In the IC report, the percentage of all student responses is shown for each answer of each question, whereas EDS reports the percentage of positive answers per construct.

The report can be generated for any teacher survey completed from January 4 – March 4. Teachers surveyed during multiple windows may receive the Student Voice-Teacher Results report for each window they have participated in per their school assignment. Student Voice Survey results are available in IC for one entire academic year and are accessible through the report at any time.

### Novice Reduction for Gap Closure – Context and Connections

[The Novice Reduction for Gap Closure](#) (NRGC) website has numerous resources that can assist schools and districts in understanding, implementing, and monitoring Novice Reduction work.

To better understand Novice Reduction, the [Novice Reduction for Gap Closure White Paper](#) lays out the foundation. It lists related regulations and statutes, and describes the [Key Core Work Processes](#) to guide the Novice Reduction work. In addition, the white paper includes a matrix that connects the Novice Reduction Key Core Work Processes, the Kentucky Framework for Teaching (KyFFT), and the Characteristics of Highly Effective Teaching and Learning (CHETL).

The illustration of connections of work between Novice Reduction, the KyFFT, and CHETL are important to note; novice reduction work is not additional work. It is focused work in which teachers should already be engaged. It aligns to Domain 3 and Domain 4 and the resulting delivery of instruction. Both can provide evidence for novice reduction. For example, educators may deepen their knowledge of assessment literacy (Domain 4) by using a variety of assessment practices to better respond to instructional needs. The teacher may then implement that learning and it is evidenced in his or her instruction (Domain 3). The Professional Growth and Effectiveness System (PGES) fosters the implementation of practices that positively impact Novice Reduction work.

Once areas of leverage and concern are identified, schools and districts use the diagnostics found on the NRGC webpages to identify where to focus work. The diagnostics can help schools and districts identify not only their current progress within the Key Core Work Processes, but also to identify next steps. Sample diagnostics include:

[Review, Analyze, and Apply Data](#)  
[Academic Interventions Diagnostic](#)  
[Design and Deploy Learning Standards](#)

#### Regional Coaches and Coordinator Contacts

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